

# **USING PEER-EDITING TO IMPROVE STUDENTS' WRITING SKILL**

**(A Classroom Action Research at the Second Year of SMK Negeri 1 Pati in  
2010/2011 Academic Year)**



## **RESEARCH PAPER**

Submitted as a Partial fulfillment of the Requirements  
for Getting the Bachelor Degree of Education  
in English Department

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MUHAMMADIYAH UNIVERSITY OF SURAKARTA  
2012**

## **APPROVAL**

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Pati in 2010/2011 Academic Year )**

by

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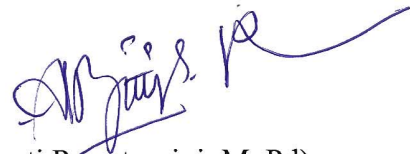
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## ACCEPTANCE

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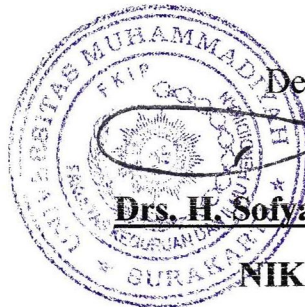
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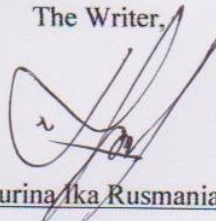
## TESTIMONIAL STATEMENT

I hereby assert there is no plagiarism in this research paper. There is no other work that has been submitted to obtain the bachelor degree and as far as i am concerned there is no opinion that has been written or published before, except the written references which are reffered in this research paper and mentioned in the bibliography.

If any incorrectness in proved in the future dealing with my statement above, i will be fully responsible.

Surakarta, 2 Agustus 2012

The Writer,



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## **MOTTO**

“ Kemenangan hari ini bukanlah berarti kemenangan esok hari, kegagalan hari ini bukanlah berarti kegagalan esok hari, karena hidup adalah perjuangan, bukan arah dan tujuan”

( Kahlil Gibran)

“ The way to love anything is to realize that it might be lost ”

( BayuPBM)

“ You never know if you never try “

( BayuPBM)

## **DEDICATION**

Wholeheartedly, the writer dedicates this research paper to:

1. My beloved daughter Keisha,
2. My beloved father, and
3. My dearest and beloved Bayu PBM.

## **ACKNOWLEDGEMENT**


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Finally the writer realizes that the paper is still far from being perfect, therefore, any suggestion, and criticism, will be accepted for the improvement for the research.

Surakarta, 2 Agustus 2012

The Writer  
  
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## SUMMARY

**Nurina Ika Rusmania. A. 320. 040. 156. USING PEER-EDITING TO IMPROVE STUDENTS' WRITING SKILL ( A Classroom Action Research at the Second Year of SMK Negeri 1 Pati in 2010/2011 Academic Year ). Research Paper. Muhammadiyah University of surakarta. 2012.**

The objectives of this study are describing the implementation of peer-editing technique to improve the students' writing ability and describing whether peer-editing technique can improve students' writing skill or not. This study was undertaken in Vocational School of SMK Negeri 1 Pati.

The subjects of the research are the second year students of XI Accounting 2 of SMK Negeri 1 Pati, who consist of 30 students. The researcher collected the data of the research through observation, interview, document, and test (pre-test, post-test1, post-test2). In this research, the researcher applied Classroom Action Research which requires four steps, namely planning, implementing, observing, and reflecting. In analyzing quantitative data the researcher applied descriptive comparative technique, while in analyzing qualitative data the writer applied critical analysis technique.

The result of this research shows that teaching writing using peer-editing can improve the students' writing ability; it is proved by the improvement of the students' mean score. The mean score of pre-test is 49.6 % , while the mean score of post-test is 79.20%. In addition, the students also feel interested, enthusiastic, motivated, and easy in writing class.

**Key words: Peer-Editing technique, Teaching English Writing**

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